

S-YLLABUS FALL 2016
ANT 2301 Human Sexuality and Culture (all sections)
MWF, Period 3, 9:35-10:25 am
Carleton Auditorium

INSTRUCTOR

Dr. Alyson Young
Office: Turlington B133
Office hours: M/W 10:30 am-12:00 pm
Ph: (352) 392-1896
Email: alys.yng@ufl.edu

TEACHING ASSISTANTS

TA office is Turlington B328.

Name	Email	Sections
Petra Cunningham-Smith	pcunninghamsmith@ufl.edu	0274, 0285
Josh Crosby	jacrosby@ufl.edu	0265, 0266, 0267
Choeeta Chakrabarti	choeeta@ufl.edu	0283, 0289, 5734
Hailey Duecker	hduecker@ufl.edu	0272, 5736, 5741
Doug Monroe	dmonroe@ufl.edu	0270, 288, 0290
Jelena Brezjanovic-Shogren	jbrezjanovic@ufl.edu	0268, 0269, 0271
Chris Clukay	cjclukay@ufl.edu	0264, 0281, 0282
Molly Martell	mollychisholm@ufl.edu	0273, 0276, 0284
Anthony Boucher	aboucher@ufl.edu	0277, 0278, 0287

COURSE DESCRIPTION & MATERIALS

This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is the emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality because it encourages us to examine a wide range of human sexual experiences across cultures and over the evolutionary history of our species. We will apply this holistic perspective to the genetic, physiological, psychological, social, and cultural dimensions of human sexuality.

By the end of the course, you should be able to:

- Describe the biological and cultural components of human sexuality, as well as their interaction
- Examine your own beliefs and assumptions about sexuality
- Think critically about the social and cultural influences on your sexual knowledge, beliefs, and behaviors
- Incorporate scientific knowledge about the range of human sexuality into your opinions about the political and ethical aspects of sexuality
- Analyze the assumptions and evidence that others use when making claims about sexuality
- Identify the biological, behavioral, and sociocultural factors that influence your sexual health
- Talk comfortably and knowledgeably about sex and sexuality

Course Materials

- Hock, Roger R. 2015. *Human Sexuality*, 4th edition. Upper Saddle River, NJ: Prentice Hall. **(REQUIRED)**
- i>Clicker remote transmitter ("clicker") available at local textbook stores and the i>clicker website.

A copy of the text is also available on course reserve at Library West.

KEY RESOURCES & INFORMATION**Course Website and E-Learning**

You are responsible for all materials posted on E-Learning at <http://lss.at.ufl.edu>, including required readings, announcements, details on assignments, and other supplementary material. If you are not familiar with E-Learning or have trouble using the site, please see the technical support available at https://lss.at.ufl.edu/help/Student_Faq.

i>clicker

We use i>clicker classroom response clickers for extra credit from lectures. If you have an i>clicker from a previous class, you may use it in this course. Remotes are also available for purchase at local bookstores and from the i>clicker website (<http://www1.i>clicker.com/purchase-response-devices>). Both i>clicker models (i>clicker+/i>clicker2) will work for this course.

No allowances are made if a student's clicker malfunctions on a class day. Students are encouraged to take their clicker back to the place where they purchased it immediately if the clicker has technical problems, and have it replaced at the vendor. Students may also contact i>clicker directly by phone.

Email Communication

Dr. Young and the TAs may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

Graduate Teaching Assistants

Teaching Assistants (TAs) are responsible for discussion sections. Make sure you know the name of your TA and your section number. The TAs are available in Turlington B328 during office hours to answer questions and assist with required writing assignments. You may visit any of the TAs during office hours. TAs' names, office hours, and discussion sections are posted on the course website and on the door of the TA room.

COURSE REQUIREMENTS & GRADING

Assignment	Date	Points/ Percent
<i>Quizzes & Exams</i>		<i>125 total (45%)</i>
Syllabus quiz	Sept. 2	15
Midterm	Oct. 10	55
Final Exam	Dec. 15	55
<i>Ethnographic Research Project</i>		<i>100 total (35%)</i>
IU Plagiarism exercise	Sept. 9	10
Research report 1	Sept. 16	15
Research report 2	Oct. 7	15
Research paper—first submission	Oct. 21	15
Peer review	Week of 10/24	15
Research paper—final submission	Nov. 18	30
<i>Discussion participation</i>	All semester	<i>55 total (20%)</i>
<i>Extra credit</i>	All semester	<i>10 (3%)</i>
Total		280

Letter grades will be assigned based on the total percent of points according to the following scale:

A = 93 or above; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; E = 59 or below

Gordon Rule Writing Credit (Writing requirement credit)

You must complete all writing assignments (reaction papers and research paper) and earn a final grade of C or better in the course to obtain Gordon Rule (4000-word) writing credit. All students are required to complete all writing assignments, even if you have already satisfied the Gordon Rule credit in another course.

Please note that Gordon Rule credit and final course grades are calculated separately. To receive writing credit, students must earn a grade of C (2.0) or higher both in the course and on writing assignments (i.e., the ethnographic research project). Therefore, it is possible to pass the class and not receive Gordon Rule credit. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component. For further information, please see:

<https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx>.

Please be aware-all assignments are submitted to TurnItIn. **Students caught plagiarizing on any assignment in this class will be reported to the Dean of Students, forfeit the writing requirement credit for the class, and receive a zero for the assignment.**

ASSIGNMENTS**1. Quizzes & Exams (125 pts.)**

There will be a syllabus quiz with 15 multiple-choice questions and two exams with 55 multiple-choice questions. The syllabus quiz covers the material in the syllabus. The exams will cover material from assigned readings, lectures, films, and class discussions. The two exams are noncumulative and equally weighted.

All quizzes and exams are administered on E-Learning. **On the scheduled day, exams will be available on E-Learning between 8:30 am and 7:30 pm, and you will have 60 minutes to complete the exam.** *There will be no lecture on the day of exams, but students are required to attend discussion section on the day of exams.* Exams must be taken at the scheduled time; there will be **no makeup exams**. Exceptions will be made only in the case of incapacitating illness or other university-approved absence. In such cases, you must provide Dr. Young with written documentation from an appropriate authority at least 24 hours before the exam. Teaching Assistants (TAs) may not give permission for make-up exams.

2. Ethnographic research project (100 pts.)

You are required to conduct an original ethnographic research project. Ethnography is the systematic description and interpretation of culture. It is the defining strategic method of cultural anthropology and is also used in other social sciences. In this assignment, we focus on in-depth ethnographic interviews. These interviews are open-ended conversations designed to gather information about day-to-day life and how people see and experience the world.

The project involves identifying a research problem, doing background literature research, conducting interviews, and writing up your results. Details about the project are available in a separate document on E-learning (see the Resources folder). All interviews must be conducted as face-to face conversations with a set of open-ended interview questions that you develop. Interviews conducted via the Internet, telephone, messenger services, or other media do not fulfill the requirements of the assignment and will result in a low grade. See E-Learning for full details about the assignment, and talk to your TA if you have questions about requirements or expectations.

The ethnographic research project involves five components:***a. Online plagiarism tutorial***

You are required to complete the Indiana University tutorial on recognizing plagiarism by September 9, 2016: <https://www.indiana.edu/~academy/firstPrinciples/index.html>. To complete this tutorial, you need to register with your UF email address, complete the tutorial, and email a copy of the certificate to Dr. Young. Additional details on registration and tutorial completion are available on ELearning.

b. Research reports

You will be required to submit two interim research reports, each of which contributes five percent toward your final grade. The first research report is due on **Sept. 16** and focuses on the research problem and the approach you will take in the project. The second is due on **Oct. 7** and provides an opportunity for you to reflect on the research process. Both reports must be 2-3 pages, double-spaced, with one-inch margins and 12-point Times New Roman font.

On the due date (or before), you must upload an electronic version of the research report (in .doc or .docx format) to E-Learning (<http://lss.at.ufl.edu>), where it will be run through Turnitin, a plagiarism detection program. If there is any evidence of plagiarism, you forfeit credit towards the 4000-word writing requirement, receive a grade of zero for the assignment, and be reported to Student Judicial Affairs.

Research reports will lose five percentage points for each day they are late (including weekends and holidays). A research report is considered late if it is not submitted electronically **by 7:00 p.m.** on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent.

c. First submission of paper

You will be required to submit a complete draft of your research paper on **Oct. 21**. This first submission is not merely a rough draft: It should meet all the major requirements of the final paper and reflect your best effort to develop a well-organized argument that is supported by your ethnographic research. The first submission will be graded based on: (i) proper formatting and adherence to instructions, (ii) correct length (8-10 pages), (iii) use of appropriate type and number of scholarly sources, and (iv) clarity of organization. You will receive written and verbal feedback from your peers (see below) using the guidelines that TAs will use to grade your final submission. Due to resource constraints, you will not receive written feedback from your TA on the first submission of your paper, but TAs are available to answer questions and discuss specific aspects of your writing during their office hours.

On the due date, you must email the first submission of your final paper to your TA and assigned peer-review group members. No hard copy submission is necessary, nor are you required to submit the paper to E-learning/Turnitin. However, if there is any suspicion of academic misconduct, your paper will be run through Turnitin by the instructor or your TA. If there is any evidence of plagiarism, you forfeit credit towards the 4000-word writing requirement, receive a grade of zero for the assignment, and be reported to the Dean of Students. ***The first submission of your paper will lose five percent for each day it is late.*** The submission is considered late if your TA and the other members of your peer group do not receive it by 7:00 pm on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade by five percent.

d. Peer review

You will work in peer-response groups to provide feedback on one another's developing research papers. The first submission of your paper will be distributed to at least two classmates in your discussion section. You will provide written feedback on one another's papers, using the same criteria that TAs will use to grade your

final paper. You will be expected to read the papers carefully and to provide comments that are thoughtful, respectful, and constructive. Your written review of peers' papers is due in your discussion section **the week of October 24-28**.

Peer review is important to the development of your final research paper. In addition to the direct benefit of receiving feedback on your paper, you will find that the process of reading and thinking critically about others' work will help you analyze and refine your own writing. Your grade for the peer review requirement will be based on (i) your participation in peer-response group activities during discussion section and (ii) the completeness of written feedback you provide on the criteria we provide (content, organization, citations and bibliography, and grammar and style).

e. *Final, revised paper*

You are expected to incorporate peer feedback into the revised version of your paper for final submission. Along with the final version of your paper, you must submit a one-page memo that summarizes the feedback you received from your peer-response group and indicates the changes you have made since the first submission. **The final version of your paper is due by 7:00 pm on Nov. 18. No late research papers will be accepted**, unless documentation of a university-approved excuse is provided to Dr. Young at least 24 hours before the due date.

You must submit your paper by uploading it to E-Learning (<http://lss.at.ufl.edu>), where it will be run through Turnitin, a plagiarism detection program. Your paper will be considered incomplete and will not be graded if it is not submitted to E-Learning **by 7:00 pm on the due date**. If there is any evidence of plagiarism, you forfeit credit towards the 4000-word writing requirement, receive a grade of zero for the assignment, and be reported to the Dean of Students. Complete details and grading criteria for the final research paper will be posted on the course web site and distributed in discussion section.

The paper should be 8-10 pages of text, double-spaced, in 12-point Times New Roman font with 1-inch margins. You must include your name, your TA's name, your section number, assignment, and a title on a separate title page. References must be consistently formatted in MLA style and should also be on a separate works cited page. Your paper must cite and incorporate at least six sources from the scholarly literature. Scholarly literature includes peer-reviewed academic journals, monographs, and edited volumes. Encyclopedias, textbooks, and most websites are not appropriate sources. Your paper will be evaluated based on the quality of the literature review, the quality of interview data, the logic of interpretation and argumentation, and the organization and writing style. Complete details on requirements and grading criteria for the research paper will be distributed in discussion sections and posted on the course web site. You are encouraged to take advantage of the services offered by the UF Writing Studio:
<https://writing.ufl.edu/writing-studio/>

3. Discussion participation (55 pts.)

You are required to *attend and participate* in the discussion section for which you registered. You must attend discussion sections even if an exam is scheduled for the same day. Only university approved absences with appropriate documentation will be excused. You will be counted absent from discussion section if: (1) you don't come to class, (2) you arrive more than 10 minutes late, or (3) you do not actively participate in discussion activities.

COURSE POLICIES

You are responsible for knowing and abiding by all course policies and procedures.

Student Conduct

From the University of Florida Student Conduct Code:

(<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#conduct>): “One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning. Another major aspect of university life involves sexual relationships. Sexual attitudes or actions that are intimidating, harassing, coercive or abusive, or that invade the right to privacy of the individual are not acceptable. Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow.” Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action. See http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/. Because this course deals with sensitive subjects, it is essential that each student help to create an environment of respect and tolerance.

Unless authorized by a documented case of disability from the Disability Resource Center, please do not make any unauthorized recordings of lecture, videos, or section discussion. See the student code of conduct: (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

Classroom Behavior and Electronic Devices

Classroom disruptions will not be tolerated. If you are talking, reading newspapers, listening to your iPod or other mp3 player, or being disruptive in any other way, you will be asked to leave. If you are asked to leave from discussion section, you will not receive participation points for that day. You must turn off cell phones or set them to silent mode (not vibrate). If a phone rings or is in use in class, it will be confiscated until the end of class.

Absences

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors. If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however. The department will notify you if you have been dropped from a course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Medical Excuse Notes

If you experience an illness that prevents you from attending class or completing required work, you must provide an excuse note from a health care provider. The Student Health Care Center (SHCC) provides excuse notes only if they are involved in your care for three or more days, or in limited cases of severe illness or injury. Under other circumstances, SHCC will provide a Verification of Visit form to document that you were seen, but *this form is not considered an excuse note*. For more information, please see <http://shcc.ufl.edu/forms-records/excuse-notes/>. **Give all excuse notes ASAP to Dr. Young.**

Religious Holidays

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Illness Policy

If you are absent from classes or examinations because of illness you should contact your instructors. You should contact your college by the deadline to drop a course for medical reasons. You can petition the [Dean of Students Office](#) to drop a course for medical reasons. The Student Health Care Center maintains the university's policy regarding excused absences for medical reasons: <http://shcc.ufl.edu/forms-records/excuse-notes/>

Twelve-Day Rule

Students who participate in athletic or extracurricular activities are permitted to be absent 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled.) Instructors must be flexible when scheduling exams or other class assignments. The 12-day rule applies to individual students participating on athletic or scholastic teams. Consequently, a group's schedule that requires absence of more than 12 days should be adjusted so that no student is absent from campus more than 12 scholastic days. If you previously have been warned about absences or unsatisfactory work you should not incur additional absences, even if you have not been absent 12 scholastic days. It is your responsibility to maintain satisfactory academic performance and attendance.

Policy on Make-Up Work and Bonus Points

You are responsible for completing all writing assignments by the posted due dates. The course has been designed so that you have ample time for each assignment, so there will be no extensions or make-up opportunities except in documented cases of incapacitating illness, death of a family member, religious holiday, or other university-approved excuse. In such cases, you must contact Dr. Young at least 24 hours in advance of the deadline, when possible, and provide written documentation from a relevant authority.

Teaching Assistants may not grant extensions or make-up opportunities. University policy also stipulates that

opportunities for bonus points must be provided to the entire class, if they are to be used. Thus, Dr. Young will not provide opportunities for bonus points to individual students, and TAs are not allowed to provide them at all, so please do not ask.

Policy on Grade Disputes

If you dispute the grade you receive for an assignment, you may request to have it re-graded by Dr. Young. You must first meet with your TA to discuss the grade you received so that you understand the rationale for the grade. Then, if you still wish to dispute the grade, you may email Dr. Young to request that your assignment be re-graded. If you request re-grading, the second grade will stand, regardless of whether it is higher or lower than the original grade. You may request re-grading up to one week after an assignment has been returned; we will not consider regarding requests after this time. The final paper is not eligible for re-grading.

Academic Honesty and Plagiarism

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code (available online at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

SUPPORT SERVICES

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- University Counseling & Wellness Center, 301 Peabody Hall, 392-1575, <http://www.counsel.ufl.edu/>; personal and career counseling
- Sexual Health, Student Health Care Center, 392-1171, <http://shcc.ufl.edu/services/primary-care/sexual-health/>
- University Police Department Office of Victim Services, 51 Museum Road, 392-5648, <http://www.police.ufl.edu/victim-services/>
- Career Resource Center, Reitz Union, 392-1601, <http://www.crc.ufl.edu/>; career development assistance and counseling
- UF Writing Studio, 302 Tigert Hall, <https://writing.ufl.edu/writing-studio/>; writing assistance, study skills, test preparation

COURSE SCHEDULE	Topic	Readings/Assignments
Week 1 (Aug 22-26) <i>No discussion sections</i>	Introduction and overview	DROP/ADD WEEK Haviland et al. (2005), Tiefer (2004)
Week 2 (Aug 29-Sept. 2)	Understanding human sexuality	Syllabus Quiz (Fri, Sept. 2) Hock: Ch 1 de Waal (1995), Sterk (2000)
Week 3 (Sept 5-9) <i>No lecture Sept. 5</i>	Male sexual anatomy & physiology	Plagiarism tutorial (Fri, Sept 9) Hock, Ch. 2 (p. 34-49) Castro-Vazquez (2013)
Week 4 (Sept. 12-16)	Female sexual anatomy & physiology	Research Report 1 (Fri, Sept. 16) Hock, Ch. 2 (p. 49-71) Lock (1998)
Week 5 (Sept. 19-23)	Sex & Gender in Cross-Cultural Perspective	Hock, Ch. 10 Fausto-Sterling (2000)
Week 6 (Sept 26-30)	Sexual orientation	Hock, Ch. 11 Jaspal (2012)
Week 7 (Oct 3-7)	Sexuality over the life course	Research Report 2 (Fri, Oct. 7) Hock, Ch. 12 Moore (2010)
Week 8 (Oct. 10-14) <i>No lecture Oct. 10 or 14</i>	Sexual Arousal, Problems & Solutions	MIDTERM (Mon, Oct. 10) Hock, Ch. 3, 7 Tiefer (2006)
Week 9 (Oct 17-21)	Experiencing Sexual Pleasure	Research paper-1st submission (Fri, Oct. 21) Hock, Ch. 6, 14 Christina (1992)
Week 10 (Oct 24-28)	Love, Intimacy & Marriage	Peer review (in discussion sections) Hock, Ch. 4 Nanda (1992)
Week 11 (Oct 31-Nov 4)	Pregnancy & Birth	Hock, Ch. 9 Martin (1991)
Week 12 (Nov 7-11) <i>No lecture Nov. 11</i>	Contraception & Culture	Election day Tues. Nov 8 Hock, Ch. 5 Santos (2012)
Week 13 (Nov. 14-18)	Sexually Transmit. Infections & HIV	Final research paper (Friday, Nov. 18) Hock, Ch. 8 Farmer (2003), Parker (2002)
Week 14 (Nov. 21-25)	THANKSGIVING--No classes this week	
Week 15 (Nov. 28-Dec. 2) <i>Discussion not mandatory</i>	Power, coercion & sexual violence	Hock, Ch. 13 Bernat et al. (1998), Ryan and Kanjorski (1998)
Week 16 (Dec. 5-7) <i>No discussion all week No lecture Fri., Dec 9</i>	Selling Sex	Hock, Ch. 15 Attwood (2009) Padilla et al. (2008)
FINAL EXAM: Dec. 15 (available from 8:30 am to 7:30 pm)		

COURSE READINGS (all readings available online through Canvas)

- Attwood, F. "'Deepthroatfucker' and 'Discerning Adonis': Men and Cybersex." *International Journal of Cultural Studies* 12.3 (2009): 279–294.
- Bernat, Jeffrey A., Karen S. Calhoun, and Stephanie Stolp. "Sexually Aggressive Men's Responses to a Date Rape Analogue: Alcohol as a Disinhibiting Cue." *Journal of Sex Research* 35.4(1998):341-348.
- Castro-Vazquez, G. "The 'Beauty' of Male Circumcision in Japan: Gender, Sexuality and Embodiment in a Medical Practice." *Sociology* 47 (2013): in press.
- Christina, Greta. "Are We Having Sex Now Or What?" *The Erotic Impulse*. Ed. David Steinberg. New York: Jeffrey P. Tarcher/Penguin, 1992. 24-29.
- de Waal, Frans B. M. "Bonobo Sex and Society." *Scientific American* 272.3 (1995): 82-88.
- Fausto-Sterling, Anne. "The Five Sexes, Revisted." *The Sciences* 40.4 (2000): 19–23.
- Farmer, Paul. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley and Los Angeles, CA: University of California Press, 2003.
- Haviland, W., H. E. L. Prins et al. *Anthropology: The Human Challenge*. Belmont, CA: Wadsworth Publishing, 2005.
- Jaspal, Rusi. "'I Never Faced Up to Being Gay': Sexual, Religious and Ethnic Identities Among British Indian and British Pakistani Gay Men." *Culture, Health & Sexuality* 14.7 (2012): 767–780.
- Lock, Margaret. "Menopause: Lessons From Anthropology." *Psychosomatic Medicine* 60.4(1998):410-19.
- Martin, Emily. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16.3 (1991): 485–501.
- Moore, Katrina L. "Sexuality and Sense of Self in Later Life: Japanese Men's and Women's Reflections on Sex and Aging." *Journal of Cross-Cultural Gerontology* 25.2 (2010): 149–163.
- Nanda, Serena. "Arranging a Marriage in India". In *The Naked Anthropologist: Tales from Around the World*. Philip R. DeVita, ed. Belmont, CA: Wadsworth, 1992.
- Padilla, Mark et al. "Stigma, Social Inequality, and HIV Risk Disclosure Among Dominican Male Sex Workers." *Social Science & Medicine* 67.3 (2008): 380–388.
- Parker, Richard. "The Global HIV/AIDS Pandemic, Structural Inequalities, and the Politics of International Health." *American Journal of Public Health* 92.3 (2002): 343-47.
- Ryan, Kathryn M. and Jeanne Kanjorski. "The Enjoyment of Sexist Humor, Rape Attitudes, and Relationship Aggression in College Students." *Sex Roles* 38.9/10 (1998): 743-756.
- Santos, K. A. "Teenage Pregnancy Contextualized: Understanding Reproductive Intentions in a Brazilian Shantytown." *Cadernos de Saúde Pública* 28.4 (2012): 655–664.
- Smith, D J. "Romance, Parenthood, and Gender in a Modern African Society." *Ethnology* 40.2 (2001): 129–151.

Sterk, Claire. *Tricking and Tripping: Prostitution in the Era of AIDS*. Sun City, AZ: Social Change Press, 2000.

Tiefer, Leonore. "Am I Normal? The Question of Sex." In *Sex is Not a Natural Act and Other Essays*. Boulder, CO: Westview Press, 2004. 9-16.

———. "Female Sexual Dysfunction: A Case Study of Disease Mongering and Activist Resistance." *PLoS Medicine* 3.4 (2006): e178.